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| ***Teacher: Megan Lucas*** | | | ***Subject: English IV CP*** | | | | ***Grade: 11-12*** |
| ***Learning Goals*** | | | | | | | |
| ***Standards SCELA/Common Core*** | **[CCSS.ELA-Literacy.RI.11-12.1](http://www.corestandards.org/ELA-Literacy/RI/11-12/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**  **[CCSS.ELA-Literacy.RI.11-12.3](http://www.corestandards.org/ELA-Literacy/RI/11-12/3/) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.**  **[CCSS.ELA-LITERACY.SL.11-12.2](http://www.corestandards.org/ELA-Literacy/SL/11-12/2/) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.** | | | | | | |
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| ***Benchmark(s)*** | * Students will listen to the *Serial* podcast to find evidence and make inferences about the validity of the story. * Students will analyze the sequence of events in the story * The students will use information gathered from listening to the podcast and using Google Maps to make informed decisions about the credibility of two characters in the story. | | | | | | |
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| ***Indicator(s)*** |  | | | | | | |
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| ***What will students know and be able to do at the end of the lesson?***  SWBAT evaluate evidence and appraise its efficacy in terms of its importance to the story. | | | | | | | |
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| ***Student Background Knowledge and Experience*** | | | | | | | |
| ***Student prior knowledge and skills:***  Students will have listened to Episodes 1 – 4 of *Serial* and will have background knowledge of the story. | | | | ***Accommodations for Diversity (if applicable):***  Transcripts of the episodes will be made available for students who need to read along as we listen. | | | |
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| ***Instructional Procedures*** | | | | | | | |
| ***Content Summary (concepts and essential understandings):*** | | | | | | | |
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| ***Teaching Methods:***   * Listening to Serial podcast * Worksheets * Mapping with Google Maps | | | | | | | |
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| ***Student Grouping:***  Students will be grouped in pairs of their choosing for the mapping activity, and will work individually for the rest of the lesson. | | | | | ***Interdisciplinary Strategies:*** | ***Reading Strategies:***  Provide students with transcripts to read along with the listening | |
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| ***Resources and Materials*** | | | | | | | |
| ***Written Texts:***  Serial podcast transcripts | | ***Oral Media:***  WBEZ Chicago podcast Serial  serialpodcast.org | | ***Visual Media:***  Google Maps | | ***Technology:***  Computers with speakers | |
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| ***Instructional Activities (Lesson sequence and allotted time)*** | | | | | | | |
| ***Opening:***  Day One:  We will review information learned in episodes 1-4 of the *Serial* podcast. Then, I will introduce episode 5 by telling students we will go over the route Jay claims he and Adnan took the day of Hae’s murder.  Day Two:  We will finish the map activity and go over information learned in episode 5. I will introduce episode 6 by telling students that today we will get every bit of evidence in the case against Adnan. I will then hand out the evidence chart and instruct students on how to fill it in. | | | | | | | |
| ***Main Activities:***  Day One:  We will listen to the first 30 minutes of episode 5 of *Serial*. Students will make note of every place visited in the route that the narrator takes to evaluate the validity of the story Jay told police. After listening, students will get in groups and use Google Maps to map the route and explore the different places of interest mentioned in the podcast. In their groups, students will discuss what they think about Jay’s story based on what they’ve learned from Google Maps.  Day Two:  We will listen to episode 6 of *Serial*. Students will fill in the first two columns of the evidence chart while they are listening. The first column lists the individual pieces of evidence discussed in the episode, and the second column lists counter-arguments to each piece of evidence. After listening to the episode, students will fill in the third column of the evidence chart. Here, they write what they think about each piece of evidence heard in the podcast. After filling in the chart, we will discuss as a class which pieces of evidence they think are most compelling and why. | | | | | | | |
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| ***Closing:***  Day One:  As a class, we will discuss the route Jay told police he and Adnan take. We will discuss whether or not it is possible for them to have gone to all of the places Jay claims they went that day.  Day Two:  As a class, we will discuss what the evidence means in terms of determining Adnan guilt. We'll talk about how they can use both the route they mapped out from day one and the evidence they’ve heard today to start to make informed opinions about who they think is telling the truth. For homework, I will ask them to write a paragraph answering the following question: do you think Adnan telling the truth, or is Jay? They should use the evidence that they’ve gathered from the past two days to support their opinion. | | | | | | | |
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| ***Formative Assessment/Evaluation (Attach assessments and assessment criteria – cite evidence of meeting learning goals)*** | | | | | | | |
| The homework assigned is a low stakes formative assessment | | | | | | | |
| ***Adaptations/Accommodations (Include student needs and instructional modifications, if applicable)*** | | | | | | | |
| Transcripts for each episode will be made available for all students who need to read along with the podcast. | | | | | | | |
| ***Reflection (Indicate what you would do the same and what you would do differently when teaching this lesson again)*** | | | | | | | |
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